



# Central Falls High School

*Progress and Updates*

April 14, 2015

# STRATEGIC ALIGNMENT OF RESOURCES

---

*Partnerships and programming*



INCREASE GRADUATION RATES  
&  
REDUCE DROP OUT RATES



IMPROVE STUDENT PROFICIENCY  
IN MATH & ELA



IMPROVE SCHOOL CULTURE &  
CLIMATE



League of Innovative Schools

NEASC

School Reform Plan

# Great Schools Partnership



## Core Beliefs

- As a mission-driven organization, the Partnership stands behind the following core beliefs:
- Every student deserves to be held to high expectations.
- High-quality teaching and learning is every student's right, every day.
- A collegiate education must be an accessible and attainable option for every student who has earned a high school diploma.
- Schools must model civic responsibility, social justice, and multicultural understanding.



## Great Schools Partnership

- developing an equitable, rigorous, and personalized education system
- advocating for sustainable educational policies, effective school leadership, proven instructional practices, and student-centered learning models

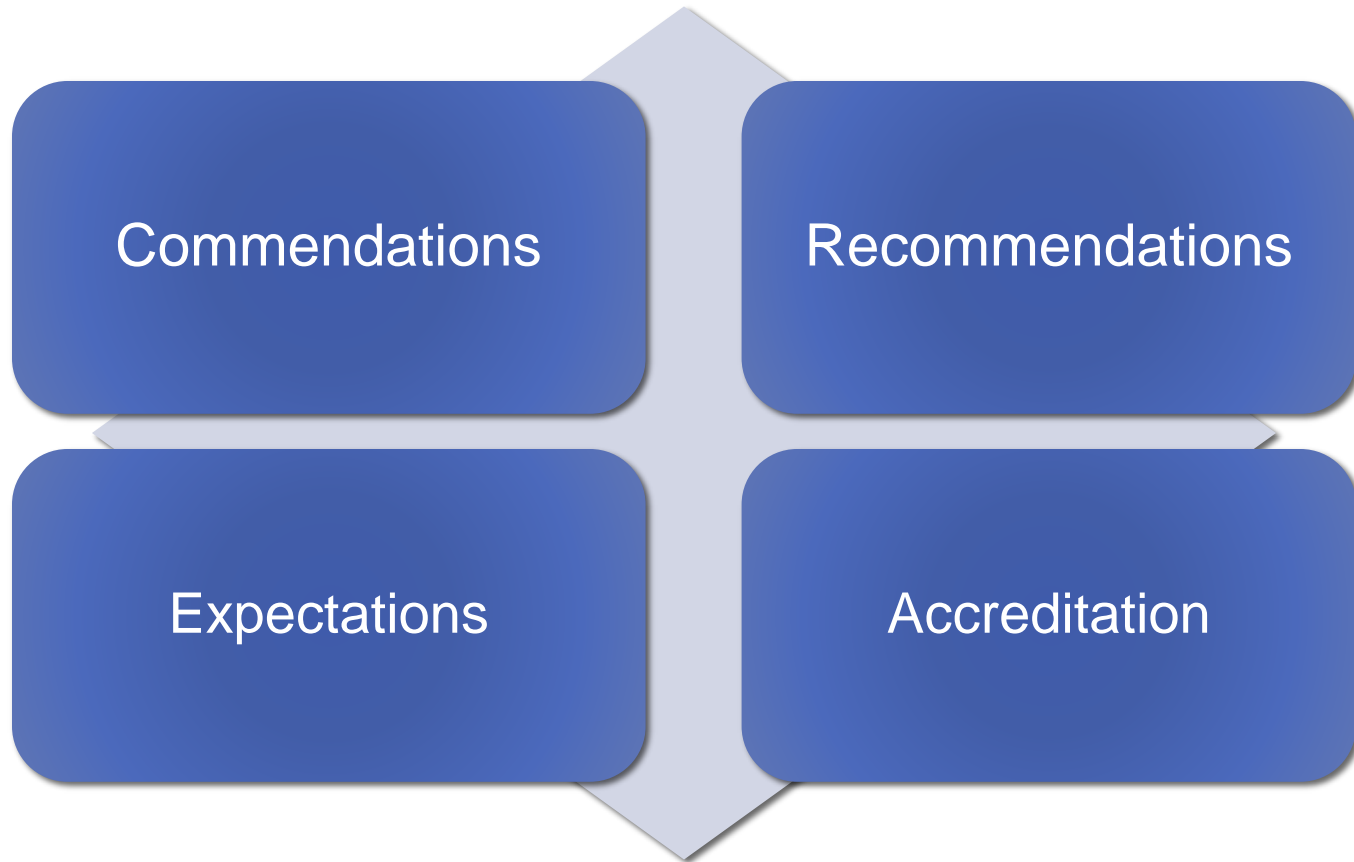
## NESSC

- promoting proven, forward-thinking innovations in the design and delivery of secondary education across New England.
- working together to close persistent achievement gaps and promote greater educational equity and opportunity for all students

## LIS

- a regional professional learning community for schools
- a growing network of learning institutions working to strengthen their programs, exchange professional expertise, and create better learning opportunities

# NEASC Report Status



# Planning for Continued Improvement

## League Support for NEASC Recommendations

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
Core Beliefs	Curriculum	Instruction	Assessment	School Culture and Leadership	School Resources	Community Resources
School-wide grading policy	Provide teachers opportunities to participate in the ongoing collaborative development, evaluation, and revision	Professional Learning Communities	Increase data-driven instructional decisions	Professional Learning Communities	Supports and interventions	FUSE (Technology)
Separating academic proficiency from habits of work		Increase student use of technology in authentic tasks	Separating academic proficiency from habits of work	Increase collaboration time between administrators and teachers	Engage ELL team in implementing revised ESL curriculum and course offerings	AMPLIFY (Data)
Implement the individual learning plan		Increase professional development for teachers led by teachers	Common assessments for all commonly taught courses	Review structures and ensure faculty decision-making	Augment existing technology resources	MASS Insight (College Preparation) RIC (General Partnership) CLEE (PLCs)

# SCHOOL REFORM PLAN

---

*Updates on the three goals*



# Graduation Goal

- Wrap-around services provided to students nearly doubled Oct. 2014 ( $n = 65$ ) to Jan. 2015 ( $n = 124$ )
- 70% of staff agree that they are aware of the referral process for wraparound services
- 86% of staff agree that they are aware of multiple pathways that are available to CFHS students (ELOs, Virtual Learning, G2S)

# Graduation Goal

- 201 students are engaged in Group Expanded Learning Opportunities ELOs
- 104 students at CFHS have participated in afterschool programs during the 2014-2015 school year
- 20 students are enrolled in the *Virtual Learning afterschool program*.
- 24 students are currently enrolled in the *G2S Program*

# ★ 12<sup>th</sup> Grade FAFSA and SAT Data

	Number of 12 <sup>th</sup> grade students who filled out the FAFSA	Number of 12 <sup>th</sup> grade students taking the SATs
2012-2013 (n of 12 <sup>th</sup> graders = 174*)	92	67
2013-2014 (n of 12 <sup>th</sup> graders = 176*)	81	76
2014-2015 (n of 12 <sup>th</sup> graders = 220**)	101	152

Data sources: FAFSA data = [studentaid.ed.gov](http://studentaid.ed.gov); SAT data = [scores.collegeboard.org](http://scores.collegeboard.org)

\*Approximate, based on June, August, and October graduation data. \*\* Current enrollment of grade 12 students.

# ★ Math Goal

## Math Seminar ( $n = 16$ )

- STAR SGP  
*(fall 2014 to winter 2015)*
  - Median = 75
  - 80% of students met target of 45 SGP
- Average Pre test = 642
- Average Post test = 702
- Average Change = +60

## Non-Seminar ( $n = 94$ )

- STAR SGP  
*(fall 2014 to winter 2015)*
  - Median = 51
  - 53% of students met target of 45 SGP
- Average Pre test = 696
- Average Post test = 713
- Average Change = +17

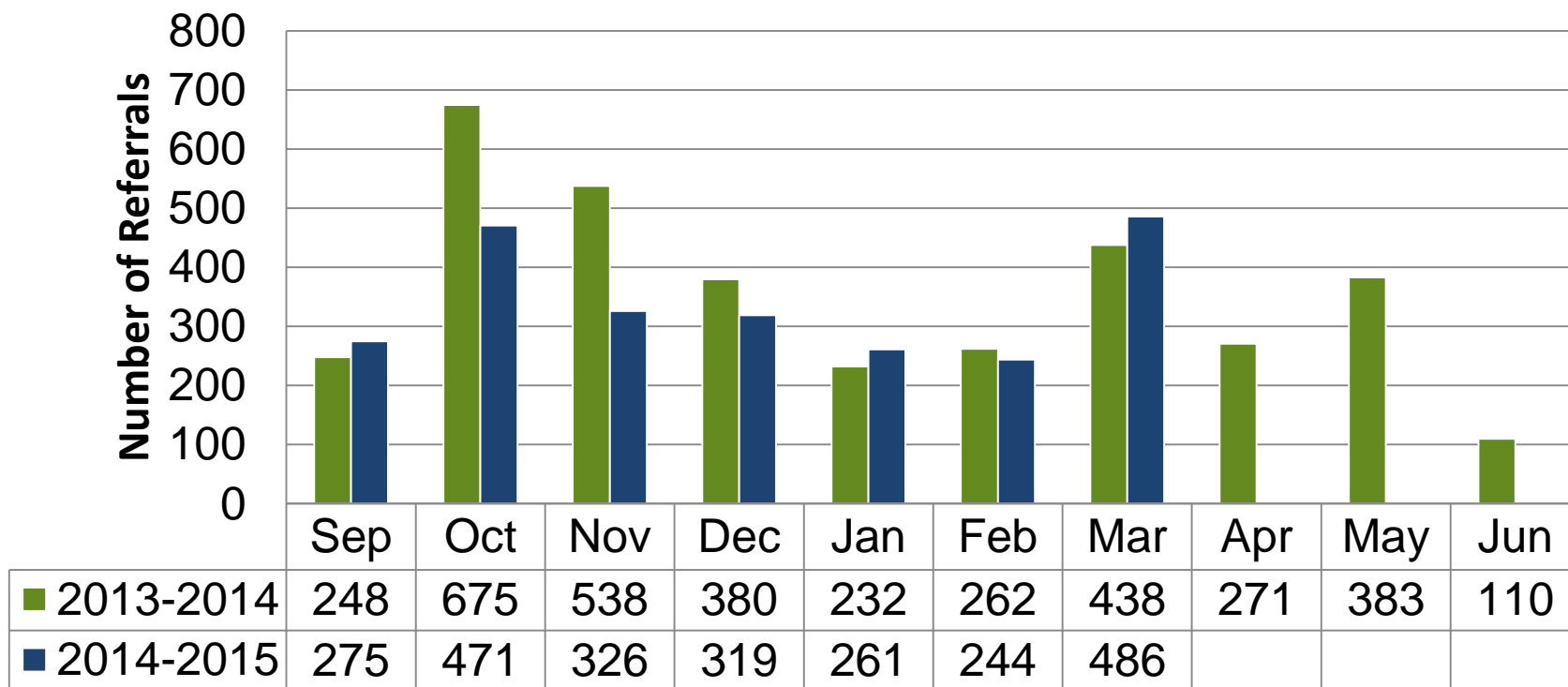
# Instructional Practices: Staff Survey

	<i>Agree/ Strongly Agree October 2014</i>	<i>Agree/ Strongly Agree January 2015</i>
Teachers are engaged in a systematic analysis of their teaching practice. ( <i>n</i> = 51; 61)	84%	82%
Information to make decisions is readily accessible to teachers e.g., data on student performance, availability of resources, etc. ( <i>n</i> = 51; 63)	59%	51%
Curricula are planned between and among grade levels to promote continuity. ( <i>n</i> = 50; 63)	58%	40%
CFHS has well-defined plans for instructional improvement. ( <i>n</i> = 50; 63)	76%	70%
I believe the current curricula and materials for my content area meet the needs of all students in my classes. ( <i>n</i> = 51; 62)	69%	50%
Assessments that I administer in my content area accurately indicate what students know and can do. ( <i>n</i> = 51; 64)	83%	81%
Teachers are engaged in systematic analysis of student performance data. ( <i>n</i> = 51; 63)	71%	70%

# Culture and Climate Goal

- **73%** of staff agree that they understand the philosophy of the restorative practices model; **81%** agree that students positively respond to their classroom management practices; **62%** agree that they would like have more support related to classroom management
- Most CFHS Students have not received referrals
  - Grade 9: 47% have received 0 referrals
  - Grade 10: 52% have received 0 referrals
  - Grade 11: 56% have received 0 referrals
  - Grade 12: 67% have received 0 referrals

# ★ Comparison Data



**We have 391 fewer referrals this year compared to last year (September- March).**

# CELEBRATION

---

*Promising Practices*



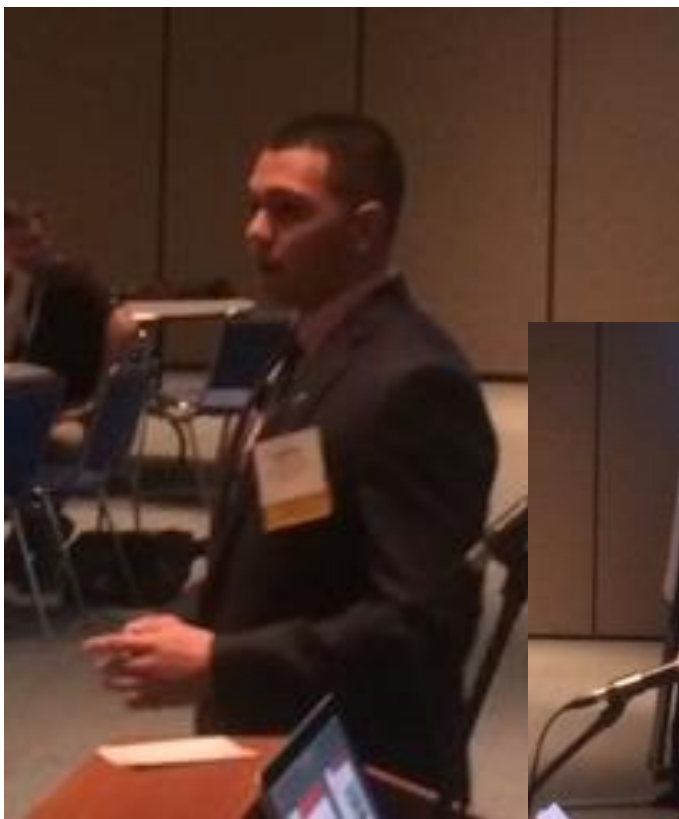
# American Teacher Education: ATE



# Alumni Career Fair

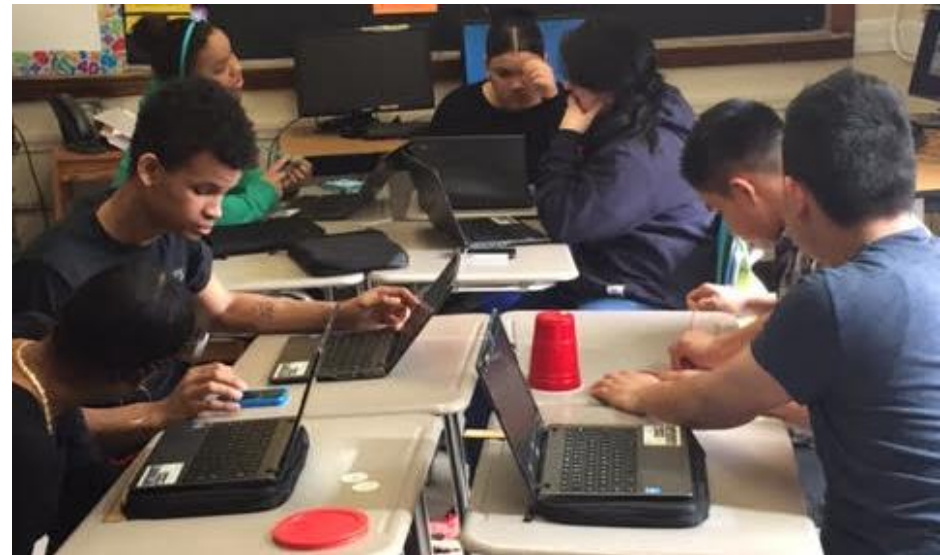


# National Association of Secondary School Principals: NASSP





# 1 to 1 Technology Integration



# #CHEP Essay Winner

“There’s a freshman in my high school that looks up to me and wants to be just like me. I have to maintain high expectations of myself because whatever I choose to do she will follow in my steps. I want to be a good role model and motivate her... nothing in life is impossible.”





# Robotics Team



# THE BIG REVEAL

---

*A Growing Partnership: Opportunities Continue*

# Conditional Acceptance at RIC

- 95 juniors will be receive a letter of conditional acceptance from Rhode Island College, based on their GPA
- These students will be invited to the *Success Celebration* on May 1st where the RIC Director of Admissions will make the announcement!

